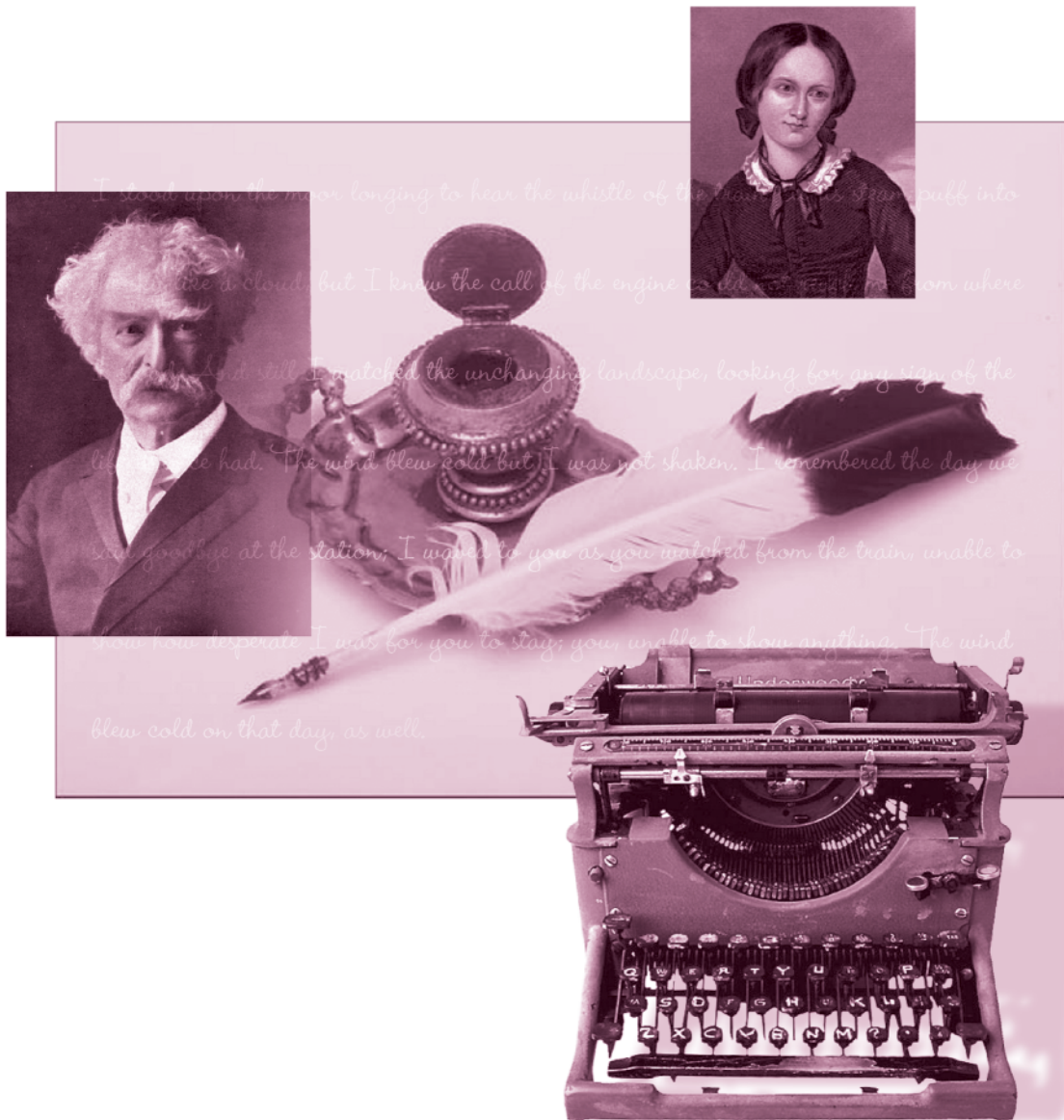


# Preparing for the

# TENNESSEE

## End of Course Assessment



## English I

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# Preparing for the End of Course Assessment Program English I

## Introduction

### **What is this test?**

The *Tennessee End of Course Assessment* Program was established to meet the Tennessee mandate for end of course assessments in Tennessee secondary schools. The sample questions in this pamphlet are representative of the item types and item formats that will be used in the actual test.

### **What are the questions testing?**

The questions assess the content standards covered by each course as described in the performance indicators developed by the Tennessee State Department of Education and listed on their Web site.

### **Who will be tested?**

All students taking English I will be tested. Tests may be given midyear for block schedules or at the end of the year.

### **How many questions are there?**

Each test contains 60 multiple-choice questions.

### **How long will the tests take?**

Students will have ample time to read and answer each of the questions. Each test will take approximately 90 minutes to complete.

### **How will the tests be scored?**

The answers to the multiple-choice questions will be scored by machine. The test results provide information about how well students understand the course content.

**How do I use these sample questions?**

The questions in the pamphlet are, for the most part, representative samples of the types of questions that will be on the English I test. The questions are presented in a format similar to that which will be used in the actual test.

Reporting Categories and Performance Indicators have been provided for the questions in this pamphlet only. These Reporting Categories group the English I Performance Indicators together. When students receive their reports from the test, these Reporting Categories will be used to report scores on student performance. The questions in the actual test will not have this identifying information.

These questions can be used for a classroom learning session or as an individual, short practice test to prepare students for the actual test. Various item formats have been selected in order to familiarize students with the actual test format.

The items in this Preparation Brochure will **not** be found on the End of Course tests. The number of items in this Preparation Brochure does not reflect the emphasis of content on the test.

An answer key for the sample questions is provided at the end of this pamphlet.

**What tips are there for taking the test?**

**RELAX:** It is normal to be somewhat nervous before the test. Remember that the score is only one of a number of measures of your performance.

**LISTEN:** Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them. Follow the directions.

**PLAN YOUR TIME:** Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later if you have extra time. First answer all the questions you are sure about.

**THINK:** If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

**Directions**

Read this story about a Norwegian immigrant. Then do Numbers 1 through 6.

# My Secret Name

*by Robert Painter*

This I remember, or at least I think I do. I heard this story so many times throughout my childhood and youth that it is hard for me to say where my own memory leaves off and where other people's memories begin. I know I remember the last day on our ship when we came to America. We arrived in New York harbor in the early hours of a misty November day, and when we heard that we were close to the famous Statue of Liberty, all of us—hundreds of us—ran outside to get a glimpse of the long-awaited sight. I came over from the Old Country with my family: my father, my mother, and my brother Harold, who was six years older than I was.

We stood on the windswept deck, under the drizzling rain, and below the big, white seabirds wheeling in the air above us. Straight before us stood the Statue holding up a torch in her long green arm, and to our right was the long-dreamed-of magical City. Against the gray sky there was a wispy rainbow, and all of us took that as a good sign. We cheered the rainbow as much as the Statue and the City.

We arrived so early in the morning that we had to sit waiting in the harbor for a very long time, but we did not get tired or bored. The air of excitement grew and grew the longer we sat. When the boat finally started to move, we were not allowed to get off on Manhattan Island, as some said we would, and we did not head toward the Statue, as others said, but rather to a little island off to the side—Ellis Island.

When we gathered our bags and left the ship, the scene before us was frightening. People on endless lines spoke many, many languages, shouting to be heard. Babies were crying and older children were running all about. Although it was frightening, it was good to be back on solid land.

The ground beneath me had been rolling back and forth for weeks. Because of all that rolling, nobody but the sailors could eat very much during the crossing, and the food was not that good either. Weeks of an unsatisfied appetite had forced my mind to focus on one thing only. I hardly noticed the great hall where the immigration inspectors were and where the long lines formed. What I did notice was the aroma of food wafting from the dining halls, although no food could be seen. As a small, very hungry boy, I hoped these lines would take me to a hot meal.

The job of one of the inspectors was to ask all people except the very youngest their names. This inspector knew no Norwegian, but when he asked my father his name and pointed to him,

my father understood what he meant and told him his name. He did the same with my mother and brother. He wrote each name in a big book. I was big for my age. Although I was not yet six, people often mistook me for seven or even eight. So when it was my turn, and he pointed to me, the only thing I could think to say was what was uttermost in my mind, “Jeg er sulten,” I said. And then I repeated it, “Jeg er sulten.” I wanted him to know that I was hungry. As he did with all the hundreds of other people, he wearily wrote what he supposed was my name in his big book. “No, no,” my father said, “That is not his name.” But it was too late. The inspector had already written in his big book what I said—or rather, what he thought I said: *Erselt*. My parents did not like this name, of course, but that is who I became, and that is how I remained.

I am an old man now, and I haven’t thought of this story in many years. Why am I reminded now? Well yesterday, I came across an old, forgotten valise. Inside I found a folded woolen scarf. Wrapped up in that scarf was a faded photograph of my family before we set out for America. There in the picture are my father, my mother, and my brother, looking straight into the camera above their names, which are written in pale brown ink . . . and there also, in a tight bundle of blankets, am I—with my name written too! Arne! That makes me sad. I have lived in America for nearly eighty years, and I have met many people. And not one of them knew my real name.

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**1 Read this sentence from the passage.**

We cheered the rainbow as much as the Statue and the City.

**In this statement, the author reveals the immigrants' excitement by describing their**

- A** actions.
- B** thoughts.
- C** reactions to others.
- D** physical appearance.

**2 Which sentence from the passage is a fact, not an opinion?**

- F** I came over from the Old Country with my family: my father, my mother, and my brother Harold, who was six years older than I was.
- G** Against the gray sky there was a wispy rainbow, and all of us took that as a good sign.
- H** The air of excitement grew and grew the longer we sat.
- J** When we gathered our bags and left the ship, the scene before us was frightening.

**3 Read this excerpt from the passage.**

Straight before us stood the \_\_\_\_\_ Statue holding up a torch in her long green arm, . . .

**Which of these is the most vivid adjective that could be added to this line to describe the statue?**

- A** giant
- B** towering
- C** great
- D** enormous



**4** Why did the author most likely write this passage?

- F** to describe an immigrant child's experience
- G** to inform the reader about immigration restrictions
- H** to encourage children of immigrants to visit Ellis Island
- J** to persuade the government to change immigration policy

**5** What is the author's point of view in this passage?

- A** first person
- B** second person
- C** third person limited
- D** third person omniscient

**6** Which of these would be the best alternate title for this passage?

- F** The Statue, the City, and the Rainbow
- G** Arriving Nameless in New York
- H** The Name No One Knew
- J** Many Lines, Many Languages

**Directions** Read this poem. Then do Numbers 7 and 8.

# Navajo Code Talkers

*by Jodey Bateman*

Diné bizaad  
the language of the people  
they used to help those  
who had forbidden them to speak it  
in their schools,  
whose verb forms  
are as intricate as the patterns  
on the rugs the women wove  
intricate as the wiring in electronic devices  
like radios  
the Code Talkers spoke on . . .

(Editor's Note: The Navajos called themselves the Diné.)

"Navajo Code Talkers" by Jodey Bateman, from motherbird.com, copyright © 2003 by Jodey Bateman. Used by permission of the author.

**7 Read these lines from the poem.**

whose verb forms  
are as intricate as the patterns  
on the rugs the women wove

**These lines contain an example of**

- A** simile.
- B** metaphor.
- C** onomatopoeia.
- D** personification.

**8 The fact that the Navajos created an unbreakable code using a language they had been forbidden to speak in school is an example of**

- F** verbal irony.
- G** dramatic irony.
- H** situational irony.
- J** no irony.

**Directions**

Naomi wrote this paper about what she did on her summer vacation. There are several mistakes in her paper. Read the paper. Then do Numbers 9 through 15.

**Training Guide Dogs**

- 1** We went to Oregon on vacation last summer and stayed in a little town called Boring. It wasn't boring at all. While walking around town, my sister and I met a young guy who was training a special dog. We asked him about the dog and he told us he was training it for "Guide Dogs for the Blind." It was a golden retriever on a special leash, and he was teaching it to stop at curbs and lead him around obstacles.
- 2** Anyone can apply for a chance to "break in" a guide dog puppy. You take a puppy home, teach it house manners. Give it some basic commands. You work with the pup for about a year, and then it goes back to the headquarters. There, a team of very skilled instructors train the dog for 4 to 5 months before placing it with a blind person. There is no charge for this service.
- 3** He told us about the organization. Guide Dogs for the Blind was founded in 1942 to help veterans of World War II. They have two training facilities. One is in San Rafael, California, near San Francisco, and the other is in Boring.
- 4** The types of dogs the organization uses are Labrador retrievers, golden retrievers, and German shepherds. A group of experts first evaluates the pups for temperament and ability to learn. They are put in private homes for basic training in a family situation. At 14 to 18 months, they go back to the Guide Dogs school for their formal training with professional instructors like the guy we met in Boring.
- 5** Having a guide dog helps a blind person to discover a new freedom in the world. The dogs go everywhere with their masters—restaurants, hotels, stores, theaters. The 1990 Americans with Disabilities Act put that into law. Business owners know the law, yet it sometimes happens that blind people dress up to go to a nice restaurant and are told to leave their best friend outside.
- 6** Well, since my sister loves dogs even more than I, we are applying for a dog to train. We each have a favorite breed, of course, but I want a nice, soft golden retriever.

**9 Read this sentence from Paragraph 2.**

You take a puppy home, teach it house manners. Give it some basic commands.

**Which of these is the best way to write the underlined section to correct the sentence fragment?**

- A** house manners; give it
- B** house manners, and give it
- C** house manners; and give it
- D** house manners, in addition give it

**10 Read this sentence from Paragraph 2.**

There, a team of very skilled instructors train the dog for 4 to 5 months before placing it with a blind person.

**Which form of the underlined verb agrees with its subject?**

- F** trains
- G** has trained
- H** will have trained
- J** no change

**11 Read these sentences from Paragraph 4.**

A group of experts first evaluates the pups for temperament and ability to learn. \_\_\_\_\_, they are put in private homes for basic training in a family situation.

Select the best transitional word to begin the second sentence.

- A** Because
- B** Yet
- C** Also
- D** Then

**12 Read this sentence from Paragraph 5.**

They are put in private homes for basic training in a family situation.

Which of these is the most vivid replacement for the underlined word to strengthen the sentence?

- F** placed
- G** set
- H** stuck
- J** no change

**13 Read this sentence from Paragraph 5.**

Business owners know the law, yet it sometimes happens that blind people dress up to go to a nice restaurant and are told to leave their best friend outside.

What kind of irony is expressed in this sentence?

- A** verbal irony
- B** dramatic irony
- C** situational irony
- D** no irony

**14** Read this sentence from Paragraph 5.

Yet it sometimes happens that blind people dress up to go to a nice restaurant and are told to leave their best friend outside.

Select the most vivid replacement for the underlined words.

- F** a fine
- G** a good
- H** an elegant
- J** an interesting

**15** Read this sentence from Paragraph 6.

Well, since my sister loves dogs even more than I, we are applying for a dog to train.

Which pronoun best replaces the underlined word?

- A** me
- B** him
- C** myself
- D** no change

**Directions**

Amber wrote this essay about a day at the beach with her dog, Lexi, and her brother, Mark. There are several mistakes in her essay. Read the essay. Then do Numbers 16 through 19.

**Simple Devotion**

- 1** Despite the chill in the air and the roughness of the water, Lexi swims far out into the lake, her purpose clear. She worries that her young charges' lives are in danger. Satisfied that they are just playing, she turns and stoically paddles back, regains her footing in the shallows, and trots ashore. Now she races furiously up and down the beach, scattering birds here and there, alarming them with her sounds of playful happiness.
- 2** I pause in my activities, deciding to observe the tireless antics of our golden lab. She acts really happy and seems content. When I compare her to other puppies, Lexi appears calmer than them. Poodles, for instance, are very nervous dogs.
- 3** She sniffs the rocks, the sand, the water. A speedboat catches her attention; an empty canoe demands investigation. Pieces of driftwood interest her, if only for a second. She follows us wherever we go, pacing back and forth from one of us to the other. Just as she lies down to relax, my brother jumps into the water with a loud Tarzan yell and a gigantic splash. In no time, Lexi is up, eyes focused on Mark, vigilant as ever.
- 4** I marvel at her undying devotion, her pure selflessness, her love for us. A pat on the head, a scratch behind the ear, and a kind word satisfy her and start her tail wagging. Although she depends on us for food, shelter, and companionship, Lexi is never judgmental or critical. She loves us unconditionally. In observing her behavior today, I realize her simple life is one I envy. I wonder if I ever will be as content as she, content to exist for the love of a family.



**16** Read Paragraph 2.

(1) I pause in my activities, deciding to observe the tireless antics of our golden lab. (2) She acts really happy and seems content. (3) When I compare her to other puppies, Lexi appears calmer than them. (4) Poodles, for instance, are very nervous dogs.

Which sentence is least relevant to this paragraph and should be deleted?

- F** 1
- G** 2
- H** 3
- J** 4

**17** Read this sentence.

Just as she lies down to relax, my brother jumps into the water with a loud Tarzan yell and a gigantic splash.

Select the most vivid verb to replace the underlined one.

- A** dives
- B** leaps
- C** disappears
- D** plunges

**18** Read this excerpt from the passage.

In observing her behavior today. I realize her simple life is one I envy.

What is the best way to write the underlined section to correct the sentence fragment?

- F** today I realize
- G** today, I realize
- H** today; I realize
- J** today; and I realize

**19** Which of these would be the best alternate title for Amber's essay?

- A** Vacation Times
- B** To Love a Family
- C** Saving the Children
- D** The Kindness of Dogs

**Directions** Now do Numbers 20 through 25.

- 20** Randall’s teacher has given him 30 minutes to deliver a presentation to his class. His topic is “Tracing Your Family Tree.” Which of these is the best plan for Randall to follow in using his time effectively?
- F** Speak for 20 minutes and save 10 minutes for questions.
  - G** Open with a question-and-answer session, then deliver the presentation.
  - H** Use the entire 30 minutes in order to include as much information as possible.
  - J** Plan a 40-minute speech, but cut the ending if the teacher interrupts him at 30 minutes.
- 21** You are going to give a presentation to your class entitled “Training a Guide Dog Puppy.” Which of these would be the best visual aid?
- A** a video about teaching puppies to be guide dogs
  - B** a map showing the locations of guide dog centers
  - C** a poster showing different breeds of dogs used as guide dogs
  - D** a picture of the graduation ceremony of a trainer and a guide dog puppy
- 22** While giving a classroom presentation, you can best engage your audience of classmates by
- F** reading directly from your notes.
  - G** limiting your use of gestures.
  - H** maintaining eye contact with them.
  - J** speaking only to the teacher.

**23** Look at the drawing below.



**What can be inferred from this drawing?**

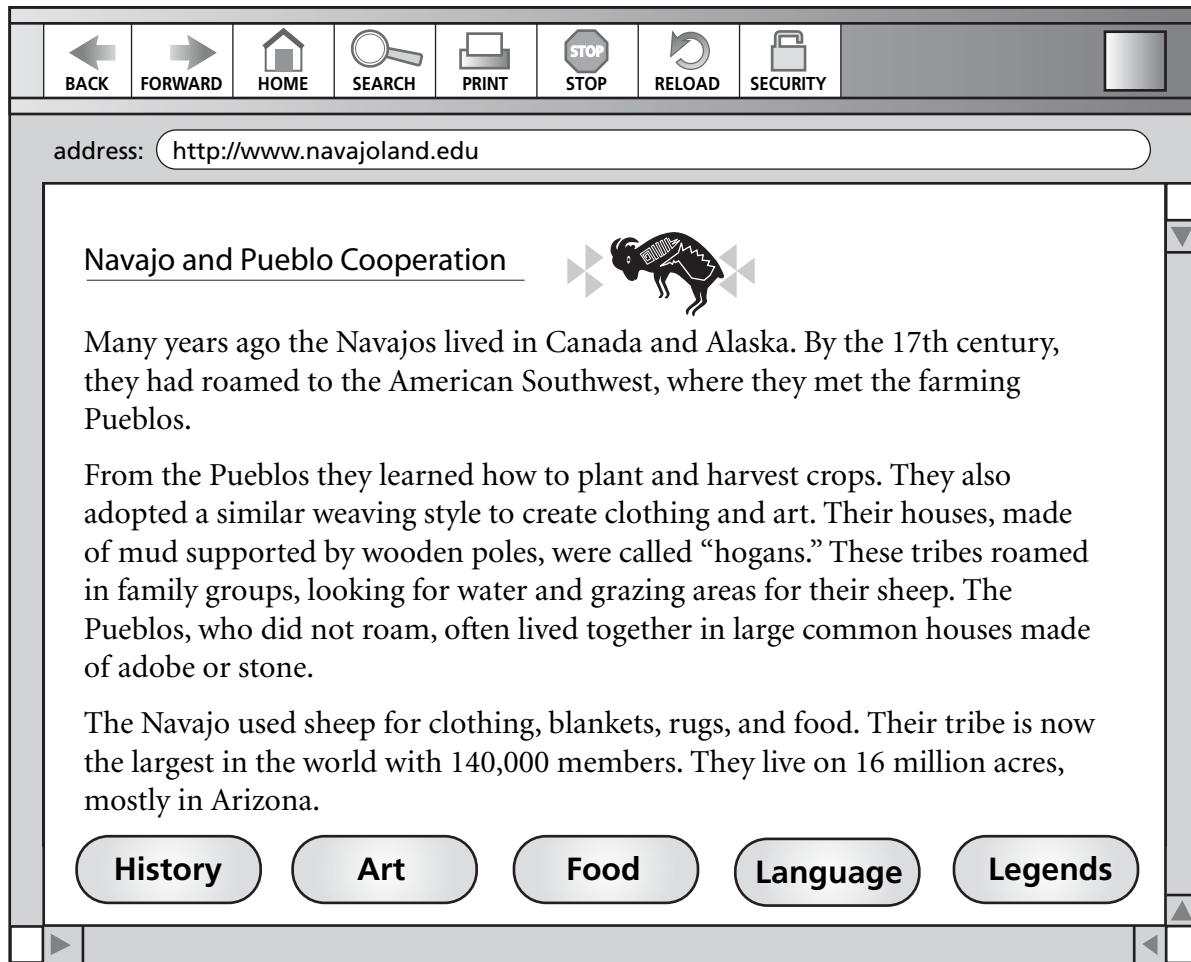
- A** The boy is afraid of the waves.
- B** The boy wants to go swimming.
- C** The boy is cold.
- D** The boy is thinking about the stars.

**24** Read this part of a student paper.

There is a big difference between owning a dog and owning a bird.

**What would be the most vivid replacement for the underlined word?**

- F** real
- G** vast
- H** heavy
- J** generous



**25** Which statement contradicts information on the Web page?

- A** The Navajos planted beans, squash, corn, and melons.
- B** The Pueblos learned their weaving style from the Navajos.
- C** Members of a Pueblo village often lived in a large building made of stone.
- D** Navajos wove their clothing from wool and colored it with natural vegetable dyes.

**Directions** Read this passage about bird songs. Then do Numbers 26 through 31.

# How I Learned to Survive Nighttime Bird Songs

*by Diane Porter*

I learned this secret many years ago, when my husband and I first moved to Iowa. We went camping in the woods. At dusk, as Michael and I sat watching our campfire, the whippoorwills began to sing. Repeatedly, once every second, they chanted their name.

Whippoorwill!

It was charming at first, and I was pleased to discover a bird that was new to me.

Whippoorwill! Whippoorwill!

The evening grew darker, the fire subsided to coals, and Michael and I went to bed. We were ready to go to sleep. The whippoorwills were not. A whippoorwill easily performs 1,000 renditions without a pause. They sang on and on.

Whippoorwill! Whippoorwill! Whippoorwill!

The song was beautiful, but loud, and close, and I wondered if it would ever stop. However, it didn't seem to bother Michael. Impossible though it seemed, he was sound asleep. I turned over. I tried readjusting my blanket. I punched my pillow into various shapes. I felt as if one of the birds were trying to find out how near to me it could get before I reached over and grabbed it in the darkness.

It became apparent that sleep was not going to come, and eventually I gave up trying. I lay in the darkness and watched the stars and listened to the whippoorwills. And gradually something remarkable happened: after I stopped trying to will it away, the song began to reveal itself to me.

I noticed textures—burriness, purrs, and accents, subtle ripples upon the larger waves of sound. The birds did seem to be singing their name, but “Whippoorwill” was only a crude representation of the cadence.<sup>1</sup> I discovered that the middle syllable was slightly doubled. “Whip-**poorer**-will, whip-**poorer**-will.” The counterpoint<sup>2</sup> of several voices made shifting moiré<sup>3</sup> patterns of sound.

<sup>1</sup>**cadence:** rhythmical pattern

<sup>2</sup>**counterpoint:** a repeating and overlapping melody

<sup>3</sup>**moiré:** having a wavy or rippled pattern

After a while the chant began to soothe, like an ancient lullaby. Tree frogs thrummed a steady background, and a couple of barred owls broke in now and again with their baritone hooting.

It wasn't long before I began to drift, as if I were floating in the sound, and then to doze. Once I woke while it was still night and found that the whippoorwills had fallen silent. I rather missed them. But soon they raised their voices again and lulled me deeper into their song, and off again to sleep.

It was years before I actually saw a whippoorwill. They are seldom found in the daytime, because they have the coloration of a handful of dead leaves, and they spend their days on the leaf-strewn forest floor, where they are perfectly camouflaged. But ever since that night I have regarded the whippoorwill as a particular favorite and personal friend.

"How I Learned to Survive Nighttime Bird Songs" by Diane Porter, from *Listen to the Mockingbird* by Diane Porter. Copyright © 1998 by Diane Porter. Used by permission of Ideaform, Inc. & Diane Porter.

**26** What can the reader infer from this passage?

- F** The author's husband was used to hearing the whippoorwill song.
- G** The author has camped in that area many times before.
- H** The author usually has trouble falling asleep.
- J** The author does not like noisy birds.

**27** What is the implied main idea of the passage?

- A** Understanding nature is difficult.
- B** Nature's sounds can be annoying.
- C** Accepting nature leads to harmony.
- D** Nighttime is the best time to experience nature.

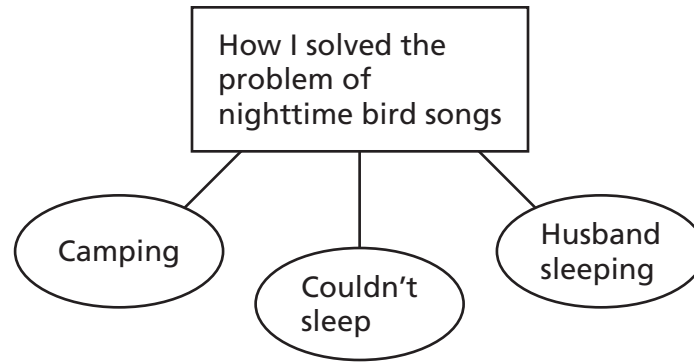
**28** The author reveals herself to the reader by describing her own

- F** actions.
- G** thoughts.
- H** conversations.
- J** physical characteristics.

**29** The author tells this story from which point of view?

- A** first person
- B** second person
- C** third person limited
- D** third person omniscient





**30** Which stage of the writing process does this represent?

- F** revising
- G** drafting
- H** prewriting
- J** publishing

**31** Read this paragraph from a student paper.

(1) The whippoorwill is known to fly only at dusk; during the day the bird rests on the forest floor. (2) Its colors are the same as dead brown leaves, so it is well camouflaged. (3) The whippoorwill prefers to stay in the woods near fields and can easily detect intruders. (4) Without its song the whippoorwill would be a difficult bird to spot.

What is the topic sentence of this paragraph?

- A** 1
- B** 2
- C** 3
- D** 4

**Directions**

Maria wrote in her diary about her family's trip to Alaska during the summer. There are several mistakes in her diary entry. Read the diary entry. Then do Numbers 32 through 37.

Dear Diary,

- 1** Time to leave Alaska. I'll never forget our vacation here. Every day in Alaska has been fantastic!
- 2** I talked to some old-timers today, and they told me about the history of the Iditarod. It's a huge dogsled race that is held in Alaska every winter.
- 3** The original Iditarod Trail began long ago as a route to deliver mail and supplies to mining camps in the interior of Alaska. When winter came, everything froze, including the rivers. Dogsleds were the only way to move supplies.
- 4** People from all over the world come here to "mush" teams of dogs in the race. The trail is from Anchorage to Nome. It is about 1,200 miles and takes 10 to 17 days to travel.
- 5** The Alaskan natives even bred a special dog to pull a sled. They call it the "Malamute." These dogs are so strong that one of them can pull half a ton. A team of horses can never outhaul a team of dogs, even though the horses weigh more than the dogs.
- 6** These amazing dogs can keep going even at 40°F below zero for hundreds of miles; of course, they rest each night. They travel from 10 to 20 miles per hour and eat whatever the musher can trap or hunt.
- 7** A veteran Alaskan told me a good story about the incredible "serum run" back in the 1920s. It seems that a diphtheria epidemic hit Nome. At the time, the town was surrounded by ice. There was serum in Anchorage; the only way to deliver it to Nome was by dogsled. The Alaskans set up a relay race, just like on our track team at school. Every little town along the trail volunteered its best team and driver. The serum was relayed from one town to another.
- 8** The final lap was run by a man named Kaasen. His lead dog was the famous "Balto." Balto became the little engine that could. Kaasen and Balto mushed into Nome through a howling blizzard with 80 mph winds. The sled team delivered the serum in time to stop the epidemic and save many lives.
- 9** There's a statue of Balto in Central Park, New York City. Even though many dogs helped to carry the serum, Balto was the one selected to represent them. Some day, Diary, I hope I will be lucky enough to see the statue.

**32** Which of these sentences from the diary contains an allusion?

- F** His lead dog was the famous “Balto.”
- G** Balto became the little engine that could.
- H** Kaasen and Balto mushed into Nome through a howling blizzard with 80 mph winds.
- J** The sled team delivered the serum in time to stop the epidemic and save many lives.

**33** What is the best order for Paragraphs 1 through 3 of Maria’s diary?

- A** 1, 3, 2
- B** 2, 1, 3
- C** 3, 1, 2
- D** no change

**34** Read this sentence from Paragraph 7 of the diary.

A veteran Alaskan told me a good story about the incredible “serum run” back in the 1920s.

Which word would be the most vivid replacement for the underlined word?

- F** long
- G** kind
- H** interesting
- J** captivating

**35 Read Paragraph 8 of the diary.**

(1) The final lap was run by a man named Kaasen. (2) His lead dog was the famous “Balto.” (3) Balto became the little engine that could. (4) Kaasen and Balto mushed into Nome through a howling blizzard with 80 mph winds. (5) The sled team delivered the serum in time to stop the epidemic and save many lives.

What word or phrase provides the best transition at the beginning of Sentence 5?

- A** In particular,
- B** As a result,
- C** Instead,
- D** On the other hand,

**36 Read this sentence from the diary.**

The sled team delivered the serum in time to stop the epidemic and save many lives.

As it is used in this sentence, serum means

- F** food.
- G** liquid.
- H** medicine.
- J** equipment.

**37 Read Paragraph 9 of the diary.**

(1) There’s a statue of Balto in Central Park, New York City. (2) Even though many dogs helped to carry the serum, Balto was the one selected to represent them. (3) Some day, Diary, I hope I will be lucky enough to see the statue.

What is the best order for the above sentences?

- A** 1, 3, 2
- B** 2, 1, 3
- C** 3, 1, 2
- D** no change

**Directions**

Charlene wrote this report for a history class. There are several mistakes in her report. Read the report. Then do Numbers 38 through 42.

**The Battle for Guadalcanal**

- 1** An important battle of World War II was fought in 1942 on Guadalcanal. Guadalcanal is one of the Solomon Islands, near New Guinea, in the Pacific Ocean.
- 2** The Japanese were building an airfield on the island to control the Southwest Pacific and cut United States supply lines to Australia. If the United States captured the island, it could be the start of a turnaround in the Pacific war.
- 3** The First Marine Division was ordered to take Guadalcanal. Many of these Marines were 17 to 20 years old and had joined up right after Pearl Harbor. They had very little training and no fighting experience. Even so, they mounted a brave attack against the enemy. It was called “Operation Shoestring.”
- 4** From a distance, the island Guadalcanal looked beautiful, with white beaches and tall palms. Inland was not as pleasant. Marines had to walk through swamps and jungles in blistering 110°F heat and drenching downpours. Also, the jungle trees hid huge boa constrictors that could crush and eat a man whole. These swamps were ruled by giant alligators. Even the ground crawled with scorpions, centipedes, and poisonous snakes. Leeches dropped from branches onto the invaders, and millions of mosquitoes, which carry the disease malaria, rose from the stinking mud. Almost every one of the Marines had their problem with malaria.
- 5** In the vicious battle of “Bloody Ridge,” some 400 Marines prevented 4,000 enemy troops from taking control of Henderson Air Field. This was a major victory for the United States. The Marine “Cactus Air Force,” flying patched-up Wildcat fighters, took control of the air over the islands.
- 6** Another vital battle was fought by sea. Vice Admiral William “Bull” Halsey took command of the South Pacific fleet. There was no tougher officer in the Navy than him. His motto was “Attack!” His troops defeated the Japanese in a series of explosive encounters. In the meantime, the battle-weary, worn-out Marines on land were reinforced by new troops. Major General Alexander Patch of the Army mounted an attack that ended Japanese resistance on Guadalcanal. It was the United State’s first victory on the ground in the Pacific war.
- 7** Japan’s General Kawaguchi called Guadalcanal “The graveyard of the Japanese Army.” The United States had turned the tide.

**38** Read this paragraph from the passage.

The Japanese were building an airfield on the island to control the Southwest Pacific and cut United States supply lines to Australia. \_\_\_\_, if the United States captured the island, it could be the start of a turnaround in the Pacific war.

What is the best word to fill in the blank for a smoother transition?

- F** Also
- G** While
- H** However
- J** Nevertheless

**39** Read these sentences from the passage.

(1) Marines had to walk through swamps and jungles in blistering 110°F heat and drenching downpours. (2) Also, the jungle trees hid huge boa constrictors that could crush and eat a man whole. (3) These swamps were ruled by giant alligators. (4) Even the ground crawled with scorpions, centipedes, and poisonous snakes.

What is the best order for the above sentences?

- A** 1, 3, 2, 4
- B** 1, 4, 3, 2
- C** 3, 4, 1, 2
- D** 4, 1, 3, 2

**40 Read this sentence from the report.**

Almost every one of the Marines had their problem with malaria.

What is the best way to write the underlined part of this sentence to show correct pronoun/antecedent agreement?

- F** every one of the Marines had its problem
- G** every one of the Marines had his problem
- H** every one of the Marines had our problem
- J** no change

**41 Read this sentence from the report.**

There was no tougher officer in the Navy than him.

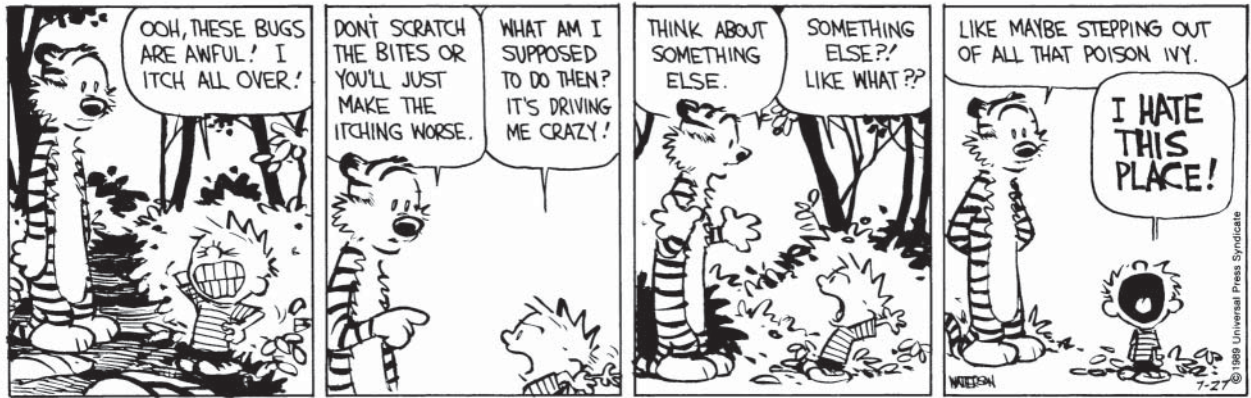
Which sentence uses the correct pronoun case?

- A** There was no tougher officer in the Navy than he.
- B** There was no tougher officer in the Navy than his.
- C** There was no tougher officer in the Navy than himself.
- D** no change

**42 Which sentence contains an allusion?**

- F** Pilots of the “Cactus Air Force” were as clever as foxes.
- G** The battle for Henderson Air Field was a David vs. Goliath struggle.
- H** The young Marines who were sent to Guadalcanal fought like tigers.
- J** The jungles of Guadalcanal were grueling for United States troops.

**Directions** Now do Numbers 43 through 48.



**43** Which type of conflict does this comic strip represent?

- A** man vs. animal
- B** man vs. technology
- C** man vs. supernatural
- D** man vs. environment



- 44** Sara is scheduled to make a presentation to the local hiking club. She wants to use humor in her presentation, so she accesses an Internet search engine on her computer.

What would be the best phrase to enter in the search engine to help her find what she needs?

- F** camping jokes
- G** outdoor recreation
- H** famous comedians
- J** familiar quotations

- 45** Which sentence uses where or were correctly?

- A** Diane and Fran were the best of friends.
- B** Jaime and Mark where going out to Freeport.
- C** The boys decided that they where the ones to help.
- D** The gardener wanted to know were to plant the tree.

- 46** Choose the sentence that uses correct pronoun/antecedent agreement.

- F** The School Board has their meetings on Wednesdays.
- G** The jury has completed its investigation.
- H** It is easy to succeed when you are led by someone like them.
- J** Following the recycling rules allows each person to help their town.

- 47** Which sentence uses effect or affect correctly?

- A** Your story effected me deeply.
- B** Rain effects the flowers in my garden.
- C** His excellent paper affected his grade.
- D** Sunlight has a direct affect on plant growth.

**48** Which sentence uses capitol or capital correctly?

- F** The capitol of Kenya is Nairobi.
- G** Some states do not allow capital punishment.
- H** I would like to work in the Capital building someday.
- J** Starting a business requires a sizable capitol investment.

## Answer Key with Performance Indicator

| Item Number | Correct Answer | Performance Indicator   |
|-------------|----------------|---|
| 1           | A              | Identify how the author reveals character.  |
| 2           | J              | Distinguish fact from opinion in a passage or writing sample.   |
| 3           | B              | Select vivid words to strengthen a description within a writing sample or a passage.  |
| 4           | F              | Determine the writer's purpose in a non-fiction writing sample.   |
| 5           | A              | Identify an author's point of view.   |
| 6           | H              | Select the most appropriate title for a passage.  |
| 7           | A              | Identify simile, metaphor, onomatopoeia, alliteration, or personification in poetry or prose.                                 |
| 8           | H              | Differentiate among verbal, situational, and dramatic irony.  |
| 9           | B              | Correct a sentence fragment by using sentence combining techniques within a writing sample.                                   |
| 10          | F              | Recognize correct subject/verb agreement with confusing intervening elements within a writing sample.                         |
| 11          | D              | Select the appropriate transitional word to connect sentences within a paragraph.   |
| 12          | F              | Select vivid words to strengthen a description within a writing sample or a passage.  |
| 13          | C              | Differentiate among verbal, situational, and dramatic irony.  |
| 14          | H              | Select vivid words to strengthen a description within a writing sample or a passage.  |
| 15          | D              | Select correct pronoun usage in a sentence containing compound elements such as "between you and me" or after "than" or "as." |
| 16          | J              | Evaluate relevance of supporting sentences by deleting an irrelevant sentence in a passage.                                   |
| 17          | D              | Select vivid words to strengthen a description within a writing sample or a passage.  |
| 18          | G              | Correct a sentence fragment by using sentence combining techniques within a writing sample.                                   |
| 19          | B              | Select the most appropriate title for a passage.  |
| 20          | F              | Determine appropriate preparation for an oral presentation to a specified audience or a special interest group.               |

## Answer Key with Performance Indicator

| Item Number | Correct Answer | Performance Indicator   |
|-------------|----------------|---|
| 21          | A              | Determine appropriate preparation for an oral presentation to a specified audience or a special interest group.               |
| 22          | H              | Determine the most effective methods of engaging an audience during an oral presentation.                                     |
| 23          | D              | Draw an inference from a non-print medium.  |
| 24          | G              | Select vivid words to strengthen a description within a writing sample or a passage.  |
| 25          | B              | Determine which statement presents an opposing view from those stated on a Web page.  |
| 26          | F              | Draw inferences from selected passages.   |
| 27          | C              | Discern an implied main idea from a passage.  |
| 28          | G              | Identify how the author reveals character.  |
| 29          | A              | Identify an author's point of view.   |
| 30          | H              | Identify the stage of the writing process represented by a graphic.   |
| 31          | D              | Select the topic sentence in a paragraph.   |
| 32          | G              | Identify an allusion in poetry or prose.  |
| 33          | D              | Rearrange the order of supporting paragraphs given a specified organizational pattern.  |
| 34          | J              | Select vivid words to strengthen a description within a writing sample or a passage.  |
| 35          | B              | Select the appropriate transitional word to connect sentences within a paragraph.   |
| 36          | H              | Determine the meaning of a word in context.   |
| 37          | B              | Determine the most effective order of sentences within a paragraph.   |
| 38          | H              | Select the appropriate transitional word to connect sentences within a paragraph.   |
| 39          | A              | Determine the most effective order of sentences within a paragraph.   |
| 40          | G              | Select correct pronoun/antecedent agreement using collective nouns or indefinite pronouns.                                    |
| 41          | A              | Select correct pronoun usage in a sentence containing compound elements such as "between you and me" or after "than" or "as." |

## Answer Key with Performance Indicator

| Item Number | Correct Answer | Performance Indicator   |
|-------------|----------------|---|
| 42          | G              | Identify an allusion in poetry or prose.  |
| 43          | D              | Select the type of conflict represented in a non-print medium.  |
| 44          | F              | Determine appropriate preparation for an oral presentation to a specified audience or a special interest group. |
| 45          | A              | Choose the correct word for the sense of the sentence. (homonyms)   |
| 46          | G              | Select correct pronoun/antecedent agreement using collective nouns or indefinite pronouns.                      |
| 47          | C              | Choose the correct word for the sense of the sentence. (homonyms)   |
| 48          | G              | Choose the correct word for the sense of the sentence. (homonyms)   |

## Answer Key with Reporting Category and Performance Indicator

| <b>Reporting Category 1: Grammar Conventions</b> |                       |   |
|--|-----------------------|---|
| <b>Item Number</b>                               | <b>Correct Answer</b> | <b>Performance Indicator</b>  |
| 9  | B                     | Correct a sentence fragment by using sentence combining techniques within a writing sample.                                   |
| 10   | F                     | Recognize correct subject/verb agreement with confusing intervening elements within a writing sample.                         |
| 15   | D                     | Select correct pronoun usage in a sentence containing compound elements such as "between you and me" or after "than" or "as." |
| 18   | G                     | Correct a sentence fragment by using sentence combining techniques within a writing sample.                                   |
| 40   | G                     | Select correct pronoun/antecedent agreement using collective or indefinite pronouns.  |
| 41   | A                     | Choose the correct pronoun case in a sentence in which the pronoun follows "than" within a writing sample or a passage.       |
| 46   | G                     | Select correct pronoun/antecedent agreement using collective nouns or indefinite pronouns.                                    |

| <b>Reporting Category 2: Content</b> |                       |   |
|--------------------------------------|-----------------------|---|
| <b>Item Number</b>                   | <b>Correct Answer</b> | <b>Performance Indicator</b>  |
| 2                                    | J                     | Distinguish fact from opinion in a passage or writing sample.                               |
| 4                                    | F                     | Determine the writer's purpose in a non-fiction writing sample.                             |
| 6                                    | H                     | Select the most appropriate title for a passage.  |
| 16                                   | J                     | Evaluate relevance of supporting sentences by deleting an irrelevant sentence in a passage. |
| 19                                   | B                     | Select the most appropriate title for a passage.  |
| 23                                   | D                     | Draw an inference from a non-print medium.  |
| 25                                   | B                     | Determine which statement presents an opposing view from those stated on a Web page.        |
| 43                                   | D                     | Select the type of conflict represented in a non-print medium.                              |

## Answer Key with Reporting Category and Performance Indicator

| <b>Reporting Category 3: Word Choice</b> |                       |  |
|--|-----------------------|--|
| <b>Item Number</b>                       | <b>Correct Answer</b> | <b>Performance Indicator</b>   |
| <b>3</b>                                 | <b>B</b>              | Select vivid words to strengthen a description within a writing sample or a passage. |
| <b>12</b>                                | <b>F</b>              | Select vivid words to strengthen a description within a writing sample or a passage. |
| <b>14</b>                                | <b>H</b>              | Select vivid words to strengthen a description within a writing sample or a passage. |
| <b>17</b>                                | <b>D</b>              | Select vivid words to strengthen a description within a writing sample or a passage. |
| <b>24</b>                                | <b>G</b>              | Select vivid words to strengthen a description within a writing sample or a passage. |
| <b>34</b>                                | <b>J</b>              | Select vivid words to strengthen a description within a writing sample or a passage. |
| <b>45</b>                                | <b>A</b>              | Choose the correct word for the sense of the sentence. (homonyms)                    |
| <b>47</b>                                | <b>C</b>              | Choose the correct word for the sense of the sentence. (homonyms)                    |
| <b>48</b>                                | <b>G</b>              | Choose the correct word for the sense of the sentence. (homonyms)                    |

## Answer Key

### Reporting Category 4: Organization

| Item Number | Correct Answer | Performance Indicator  |
|-------------|----------------|--|
| 11          | D              | Select the appropriate transitional word to connect sentences within a paragraph.          |
| 30          | H              | Identify the stage of the writing process represented by a graphic.                        |
| 31          | D              | Select the topic sentence in a paragraph.  |
| 33          | D              | Rearrange the order of the supporting paragraphs given a specified organizational pattern. |
| 35          | B              | Select an appropriate transitional word to connect sentences within a paragraph.           |
| 37          | B              | Determine the most effective order of sentences within a paragraph.                        |
| 38          | H              | Select an appropriate transitional word to connect sentences within a paragraph.           |
| 39          | A              | Determine the most effective order of sentences within a paragraph.                        |

### Reporting Category 5: Meaning

| Item Number | Correct Answer | Performance Indicator  |
|-------------|----------------|--|
| 7           | A              | Identify simile, metaphor, onomatopoeia, or personification, given a poem or part of a poem. |
| 8           | H              | Differentiate between verbal, situational, and dramatic irony.                               |
| 13          | C              | Differentiate among verbal, situational, and dramatic irony.                                 |
| 26          | F              | Draw inferences from selected passages.  |
| 27          | C              | Discern an implied main idea from a passage.   |
| 32          | G              | Identify an allusion in poetry or prose.   |
| 36          | H              | Determine the meaning of a word in context.  |
| 42          | G              | Identify an allusion in poetry or prose.   |



## Answer Key with Reporting Category and Performance Indicator

| <b>Reporting Category 6: Technique</b> |                       |   |
|--|-----------------------|---|
| <b>Item Number</b>                     | <b>Correct Answer</b> | <b>Performance Indicator</b>  |
| 1                                      | A                     | Identify how the author reveals character.  |
| 5                                      | A                     | Identify an author's point of view.   |
| 20                                     | F                     | Determine appropriate preparation for an oral presentation to a specified audience or a special interest group. |
| 21                                     | A                     | Determine appropriate preparation for an oral presentation to a specified audience or a special interest group. |
| 22                                     | H                     | Determine the most effective methods of engaging an audience during an oral presentation.                       |
| 28                                     | G                     | Identify how the author reveals character.  |
| 29                                     | A                     | Identify an author's point of view.   |
| 44                                     | F                     | Determine appropriate preparation for an oral presentation to a specified audience or a special interest group. |